

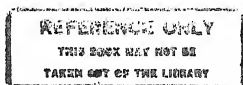
NATIONAL CURRICULUM

ASSESSMENT ARRANGEMENTS

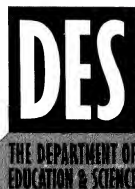
Assessing 7 year olds in English, Mathematics, Science and Technology in 1992.

This package contains:

- The Education (National Curriculum) (Assessment Arrangements for English, Mathematics, and Science) (Key Stage 1) Order 1991
- The Education (National Curriculum) (Assessment Arrangements for Technology) (Key Stage 1) Order 1991
- DES Circular No 14/91 offering a commentary on both Orders



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1991 No.

EDUCATION, ENGLAND AND WALES

The Education (National Curriculum) (Assessment Arrangements for English, Mathematics and Science) (Key Stage 1) Order 1991

<i>Made - - - -</i>	<i>26th July 1991</i>
<i>Coming into force</i>	<i>1st August 1991</i>

The Secretary of State for Education and Science, in exercise of the powers conferred on him by section 4(2)(c) and (5) and section 232(5) of the Education Reform Act 1988(a), hereby makes the following Order:

Citation, commencement and interpretation

1.—(1) This Order may be cited as the Education (National Curriculum) (Assessment Arrangements for English, Mathematics and Science) (Key Stage 1) Order 1991 and shall come into force on 1st August 1991.

(2) The Education (National Curriculum) (Assessment Arrangements for English, Mathematics and Science) Order 1990(b) is revoked.

(3) This Order applies to maintained schools in England only.

2.—(1) In this Order—

“the associated documents” means the documents published by Her Majesty’s Stationery Office entitled “English in the National Curriculum”(c), “Mathematics in the National Curriculum”(d) and “Science in the National Curriculum”(e) (which documents have effect by virtue of the section 4(2)(a) and (b) orders);

“the core subjects” means English, mathematics and science;

“maintained school” has the meaning assigned to it by section 25(1) of the Education Reform Act 1988;

“profile components” means the attainment target and the groupings of attainment targets in the core subjects specified in the Schedule hereto;

“SATs” means standard assessment tasks for the purpose of assessing the levels of attainment pupils have achieved in attainment targets in the core subjects, being tests laid down in provisions made by the Secretary of State under article 11 which have been published by Her Majesty’s Stationery Office;

“SEAC” means the School Examinations and Assessment Council;

“the section 4(2)(a) and (b) orders” means the Education (National Curriculum) (Attainment Targets and Programmes of Study in English) Order 1989(f), the Education (Attainment Targets and Programmes of Study in Mathematics) Order 1989(g) and the Education (National Curriculum) (Attainment Targets and Programmes of Study in Science) Order 1989(h);

(a) 1988 c.40.

(d) ISBN 0 11 270666 5.

(g) S.I. 1989/308.

(b) S.I. 1990/1543.

(e) ISBN 0 11 270667 3.

(h) S.I. 1989/309.

(c) ISBN 0 11 270682 7.

(f) S.I. 1989/907.

“specified” means specified in relation to the first key stage by a section 4(2)(a) and (b) order;

“spring term” and “summer term” mean the second and third terms respectively in a school year;

references to the first key stage are references to the period set out in paragraph (a) of section 3(3) of the Education Reform Act 1988; and

references to levels of attainment, attainment targets and programmes of study are references to the levels, targets and programmes set out in the associated documents.

(2) In this Order unless the context otherwise requires any reference to a numbered article is a reference to the article in this Order so numbered and any reference to a numbered paragraph is a reference to the paragraph so numbered in the article in which the reference appears.

3. The provisions of this Order apply in respect of pupils in the final year of the first key stage, and shall come into force on 1st August 1991.

Method of assessment

4.—(1) Each pupil shall be assessed by a teacher during the summer term in accordance with the provisions of this article.

(2) The purpose of the assessment shall be to determine the level of attainment achieved by the pupil in relation to each attainment target specified for the subject which applies to him.

(3) The teacher shall not later than the end of the first half of the summer term mentioned in paragraph (1) assess the pupil and record the results of the assessment.

(4) Subject to paragraph (5), the record of the results shall consist of a statement of each level of attainment achieved by the pupil in relation to every attainment target mentioned in paragraph (2).

(5) Where it appears to the teacher that the pupil's level of attainment in any attainment target is higher than level 3, but the teacher is unable to state that level in reliance on his assessment of the pupil under this article, the pupil shall be recorded as having achieved level 3.

(6) In making an assessment of a pupil pursuant to this article a teacher may take into account the results of any previous assessment of the pupil (whether or not made by that teacher), including any SAT assessment.

Standard task assessment

5.—(1) Subject to article 10 each pupil shall be assessed in accordance with the provisions of this article, and such an assessment shall be known as a “SAT assessment”.

(2) SATs shall be administered to the pupil during the second half of the spring term and the first half of the summer term in accordance with the provisions of the document in which they are published.

(3) An assessment based on the pupil's performance in each SAT shall be made, and the result thereof recorded, not later than the end of the first half of the summer term.

(4) The record of the results shall consist of a statement of each level of attainment achieved by the pupil in relation to each relevant attainment target.

(5) In paragraph (4) “relevant attainment target” means any attainment target in which the SATs enable achievement to be assessed.

(6) For the purposes of article 4 and this article any period of half-term holiday in the summer term shall be treated as part of that term.

Determination of level of attainment by assessments

6.—(1) Subject to article 10 the provisions of this article regulate the application of the results of teacher and SAT assessments in order to determine a pupil's level of attainment in each attainment target for the purposes of article 7.

- (2) (a) Where the results of the teacher assessment and the SAT assessment are the same, the level of attainment determined by those assessments shall be the level for the purposes of article 7;
 - (b) where the SAT does not enable achievement to be assessed in relation to any attainment target, the level of attainment determined by the teacher assessment shall be the level for the purposes of article 7;
 - (c) where the results of the teacher assessment and the SAT assessment are different, subject to paragraph (3) the level of attainment determined by the SAT assessment shall be the level for the purposes of article 7.
- (3) If, in the circumstances to which paragraph (2)(c) applies, the application of the level of attainment determined by the teacher assessment in accordance with article 7 would produce a different profile component level from that which such an application of the level determined by the SAT assessment would produce, the level of attainment determined by the teacher assessment shall, if the local education authority (in the case of a school which the authority maintain) or SEAC (in the case of a grant-maintained school) determine that it represents the more accurate assessment of the pupil's achievements, be the level for the purposes of article 7.

Determination of attainment by profile component

7.—(1) Subject to article 9 the provisions of this article regulate the determination of profile component levels.

(2) Where a profile component consists of a single attainment target, the level of attainment for that target shall be the pupil's level of that profile component.

(3) Where a profile component consists of four or more attainment targets, the level for that component shall be the highest level attained or exceeded by the pupil in not less than half of the attainment targets.

(4) In the case of the writing profile component in English (which consists of three attainment targets: writing, spelling and handwriting), the level for that component shall, subject to paragraph (5), be the average of the levels attained by the pupil in the three attainment targets.

(5) For the purpose of calculating the average level referred to in paragraph (4)—

(a) the attainment levels shall be weighted by the following factors:

writing	7
spelling	2
handwriting	1; and

(b) where the average is not a whole number it shall be rounded to the nearest whole number, the fraction of one half being rounded upwards to the next whole number.

Determination of attainment by subject

8.—(1) Subject to article 9 the provisions of this article regulate the aggregation of profile component levels of attainment to determine subject levels of attainment.

(2) In each core subject, a pupil's level of attainment shall be the average of the profile component levels of attainment in that subject, calculated in accordance with paragraphs (3) and (4).

(3) (a) where the average number is not a whole number, it shall be rounded to the nearest whole number;

(b) where the average number contains the fraction of one half, it shall be rounded up to the nearest whole number.

(4) (a) in the case of English and science, each profile component shall be weighted equally;

(b) in the case of mathematics, the profile components shall be weighted by the following factors:

number, algebra and measures	3
shape and space and data handling	2.

(5) The results of the application of the provisions of this article and of articles 6 and 7 in relation to a pupil shall be recorded in a statement consisting of his level of attainment in each core subject and each attainment target and profile component in each such subject.

Pupils not subject to provisions of the National Curriculum

9.—(1) Articles 7 and 8 shall have effect in relation to pupils in maintained schools as respects whom provisions of the National Curriculum do not apply (including pupils with statements of special educational needs) with the modifications specified in this article.

(2) Where one third or fewer of the attainment targets in a profile component do not apply to such a pupil, article 7 shall have effect as if the number of attainment targets applying to the pupil were the total number of attainment targets in that profile component.

(3) Where more than one third of the attainment targets in a profile component do not apply to such a pupil, article 7 shall not apply for the purpose of determining the pupil's profile component level of attainment.

(4) Where by virtue of paragraph (3) one or more profile component levels of attainment cannot be determined, paragraphs (1)–(4) of article 8 shall not apply.

(5) If the writing attainment target of the writing profile component in English does not apply to a pupil, articles 7 and 8 shall not apply for the purpose of determining a subject level of attainment in English.

(6) Article 8(5) shall apply in respect of all levels of attainment in attainment targets, profile components and core subjects which have been assessed in relation to the pupil.

Pupil's absence – incomplete SATs

10.—(1) Where a pupil is unable to complete a SAT due to his absence from school (whether because of illness or for any other reason)–

(a) if in the opinion of his head teacher he has done sufficient work on the SAT to enable an assessment of his level of attainment in any attainment targets to be made, any such assessment shall be treated as an assessment made in pursuance of article 5;

(b) if in the opinion of his head teacher he has not done sufficient work as aforesaid, the levels of attainment determined by the teacher assessment shall be the levels for the purposes of article 7 unless the local education authority (in the case of a pupil at a school which the authority maintain) or SEAC (in the case of a pupil at a grant-maintained school) disagree, in which case the levels of attainment shall be such as the local education authority or SEAC determine by reference to the work the pupil has done on the SAT in question.

(2) The head teacher shall notify the local education authority or SEAC (as the case may be) of any case such as is mentioned in paragraph (1)(b) and furnish to it such information as it may reasonably require for the purpose of exercising its functions under that sub-paragraph.

Supplementary powers of the Secretary of State

11. The Secretary of State may make such provisions giving full effect to or otherwise supplementing the provisions made by this Order as appear to him to be expedient, including in particular provisions as to standard assessment tasks for the purpose mentioned in the definition of “SATs” in article 2(1) and as to their administration to pupils.

 PROFILE COMPONENTS IN ENGLISH, SCIENCE AND MATHEMATICS

<i>Subject</i>	<i>Constituent Attainment Targets (ATs)</i>
<i>English</i>	
Speaking and Listening	(AT 1)
Reading	(AT 2)
Writing	(ATs 3–5)
<i>Mathematics</i>	
Number, algebra and measures	(ATs 1–6 and 8)
Use of space, shape and data handling	(ATs 9–14)
<i>Science</i>	
Exploration of Science	(AT 1)
Knowledge and understanding of science	(ATs 2–6 and 9–16)

26th July 1991

Kenneth Clarke
Secretary of State for Education and Science

EXPLANATORY NOTE

(This note is not part of the Order)

Section 4(1) and (2) of the Education Reform Act 1988 places a duty on the Secretary of State to establish the National Curriculum by specifying by order appropriate attainment targets, programmes of study and assessment arrangements for each of the foundation subjects. Attainment targets and programmes of study for pupils in the first key stage in English, mathematics and science were specified by three Orders (S.I.s 1989/907, 308 and 309 respectively).

This order replaces the Education (National Curriculum) (Assessment Arrangements for English, Mathematics and Science) Order 1990 (which is revoked) and specifies the assessment arrangements for these core foundation subjects in the final year of the first key stage, as they apply to maintained schools in England.

Pupils are to be assessed during the first half of the summer term by teachers and a record of the results, consisting of pupils' levels of attainment in relation to each attainment target, is to be made (article 4). During the second half of the spring term and the first half of the summer term tasks known as Standard Assessment Tasks (SATs) published by HMSO on behalf of the Secretary of State are to be administered to pupils and the results recorded (article 5).

Rules are specified for determining the inter-relation of teacher assessment results and SAT results (article 6), for applying the levels of attainment to produce profile component levels (article 7), and for applying profile component levels to determine subject levels of attainment (article 8).

These rules are modified in the case of pupils to whom provisions of the National Curriculum do not apply (article 9), and in the case of pupils who have been unable to complete SATs due to absence from school (article 10).

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1991 No.

EDUCATION, ENGLAND AND WALES

The Education (National Curriculum) (Assessment Arrangements for Technology) (Key Stage 1) Order 1991

Made - - - - 26th July 1991

Coming into force 1st August 1991

The Secretary of State for Education and Science, as respects England, and the Secretary of State for Wales, as respects Wales, in exercise of the powers conferred on the Secretary of State by section 4(2)(c) and (5) and section 232(5) of the Education Reform Act 1988^(a), hereby make the following Order:

Citation, commencement and interpretation

1. This Order may be cited as the Education (National Curriculum) (Assessment Arrangements for Technology) (Key Stage 1) Order 1991 and shall come into force on 1st August 1991.

2.—(1) In this Order—

“the associated document” means the document published by Her Majesty’s Stationery Office entitled “Technology in the National Curriculum”^(b) (which document has effect by virtue of the 1990 Order);

“maintained school” has the meaning assigned to it by section 25(1) of the Education Reform Act 1988;

“profile components” means the attainment target and the groupings of attainment targets in technology specified in the Schedule hereto;

“SATs” means standard assessment tasks, being tests designed to assess a pupil’s achievements in relation to attainment targets in technology contained in documents published by or on behalf of the School Examinations and Assessment Council;

“summer term” means the third term in a school year;

“the subject” means technology;

“the 1990 order” means the Education (National Curriculum) (Attainment Targets and Programmes of Study in Technology) Order 1990^(c);

references to the first key stage are references to the period set out in paragraph (a) of section 3(3) of the Education Reform Act 1988; and

references to levels of attainment, attainment targets and programmes of study are references to the levels, targets and programmes set out in the associated document.

(2) In this Order unless the context otherwise requires any reference to a numbered article is a reference to the article in this Order so numbered and any reference to a numbered paragraph is a reference to the paragraph so numbered in the article in which the reference appears.

(a) 1988 c.40.

(b) ISBN 011 270709 2.

(c) S.I. 1990/424; amended by S.I. 1990/1531.

3. The provisions of this Order apply in respect of pupils in the final year of the first key stage, and shall come into force on 1st August 1991.

Method of assessment

4.—(1) Each pupil shall be assessed by a teacher during the summer term in accordance with the provisions of this article.

(2) The purpose of the assessment shall be to determine the level of attainment achieved by the pupil in relation to each attainment target specified for the subject which applies to him.

(3) The teacher shall not later than one month before the end of the summer term mentioned in paragraph (1) assess the pupil and record the results of the assessment.

(4) Subject to paragraph (5), the record of the results shall consist of a statement of each level of attainment achieved by the pupil in relation to every attainment target mentioned in paragraph (2).

(5) Where it appears to the teacher that the pupil's level of attainment in any attainment target is higher than level 3, but the teacher is unable to state that level in reliance on his assessment of the pupil under this article, the pupil shall be recorded as having achieved level 3.

(6) In making an assessment of a pupil pursuant to this article the teacher shall take into account any guidance on assessment issued by the local education authority (in the case of a school maintained by such an authority) or by or on behalf of the governing body (in the case of a grant-maintained school), and may take into account the results of any previous assessments of the pupil including assessments by means of SATs, whether or not the previous assessments were made by that teacher.

Determination of attainment by profile component

5.—(1) Subject to article 7 the provisions of this article regulate the determination of profile component levels of attainment.

(2) In the case of the profile component entitled "Information Technology Capability", the level of attainment shall be the pupil's level of attainment for the attainment target so entitled.

(3) In the case of the profile component entitled "Design and Technology Capability", the level of attainment shall be the average of the levels attained by the pupil in the four attainment targets comprising that profile component.

(4) Where the average referred to in paragraph (3) is not a whole number, it shall be rounded to the nearest whole number, the fraction of one half being rounded upwards to the next whole number.

Determination of attainment by subject

6.—(1) Subject to article 7 the provisions of this article regulate the aggregation of profile component levels of attainment to determine the subject level of attainment.

(2) A pupil's level of attainment in the subject shall be the average of the profile component levels of attainment in the subject, calculated in accordance with paragraph (3).

- (3) (a) where the average number is not a whole number it shall be rounded to the nearest whole number;
- (b) where the average number contains the fraction of one half, it shall be rounded up to the nearest whole number; and
- (c) the profile components shall be weighted by the following factors:

Design and Technology	4
Information Technology	1.

(4) The results of the application of the provisions of this article and of articles 4 and 5 in relation to a pupil shall be recorded in a statement consisting of his level of attainment in the subject and each attainment target and profile component of the subject.

Pupils not subject to provisions of the National Curriculum

7.—(1) Articles 5 and 6 shall have effect in relation to pupils in maintained schools as respects whom provisions of the National Curriculum do not apply (including pupils with statements of special educational needs) with the modifications specified in this article.

(2) Where one third or fewer of the attainment targets in a profile component do not apply to such a pupil, article 5 shall have effect as if the number of attainment targets applying to the pupil were the total number of attainment targets in that profile component.

(3) Where more than one third of the attainment targets in a profile component do not apply to such a pupil, article 5 shall not apply for the purpose of determining the pupil's profile component level of attainment.

(4) Where by virtue of paragraph (3) one or more profile component levels of attainment cannot be determined, paragraphs (1)–(3) of article 6 shall not apply.

(5) Article 6(4) shall apply in respect of all levels of attainment in attainment targets, profile components and the subject which have been assessed in relation to the pupil.

SCHEDULE

Article 2

PROFILE COMPONENTS IN TECHNOLOGY

<i>Profile Components</i>	<i>Constituent Attainment Targets (ATs)</i>
Design and Technology Capability	ATs 1–4
Information Technology Capability	AT 5

26th July 1991

Kenneth Clarke
Secretary of State for Education and Science

26th July 1991

David Hunt
Secretary of State for Wales

EXPLANATORY NOTE

(This note is not part of the Order)

Section 4(1) and (2) of the Education Reform Act 1988 places a duty on the Secretary of State to establish the National Curriculum by specifying by order appropriate attainment targets, programmes of study and assessment arrangements for each of the foundation subjects. Attainment targets and programmes of study for pupils in technology were specified in the Education (National Curriculum) (Attainment Targets and Programmes of Study in Technology) Order 1990 (S.I. 1990/424).

This order specifies the assessment arrangements for technology in the final year of the first key stage.

Pupils are to be assessed during the summer term by teachers and a record of the results, consisting of pupils' levels of attainment in relation to each attainment target specified for the key stage (levels 1–3), is to be made (article 4). If a teacher considers that a pupil's level of attainment exceeds the specified levels he must record that fact. In making these assessments, teachers must take into account guidance issued by local education authorities or (in the case of grant-maintained schools) the school's governing body, and may take into account the outcomes of non-mandatory standard assessment tasks (SATs).

Rules are specified for deriving profile component levels from the pupil's attainment target results (article 5) and for deriving subject levels from pupils' profile component levels (article 6). These rules are modified in the case of pupils to whom provisions of the National Curriculum do not apply.

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THE EDUCATION REFORM ACT 1988:

THE EDUCATION (NATIONAL CURRICULUM) (ASSESSMENT ARRANGEMENTS FOR ENGLISH, MATHEMATICS AND SCIENCE) (KEY STAGE 1) ORDER 1991

THE EDUCATION (NATIONAL CURRICULUM) (ASSESSMENT ARRANGEMENTS FOR TECHNOLOGY) (KEY STAGE 1) ORDER 1991

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SUMMARY

This circular provides guidance on the statutory arrangements for assessing 7 year olds in English, mathematics and science and in technology in 1992.

Section I describes the background to the arrangements.

Section II sets out that the arrangements will come into force in the 1991/92 school year and will apply to all pupils then in the final year of key stage 1 — predominantly 7 year olds.

Section III summarises the assessment arrangements themselves. It explains that, in the case of the **core subjects of English, mathematics and science**, the arrangements for 1992 will in most respects be the same as those which applied in 1991, but that the Secretary of State has, on the advice of SEAC, made a number of minor amendments. In summary:

- a. teacher assessments will have to be finalised by the end of the first half of the Summer term and not, as in 1991, by the end of the Easter term, so giving teachers an extra half term in which to compile their assessments and enabling them to take into account the outcomes of SATs;
- b. teachers are required to assess pupils at whatever level the available evidence of their assessment justifies and not just, as in 1991, in relation to the statutory range of levels (1–3) for key stage 1;
- c. teachers will be able to deliver the standard assessment tasks at any time between the mid–point of the Spring (or Easter) term and the mid–point of the Summer term and not just, as in 1991, during the first half of the Summer term;
- d. headteachers are required to notify the local education authority (or SEAC in the case of grant maintained schools) in cases where, because of pupil absence through illness or other cause, they judge that it will be necessary to record teacher assessments in place of SAT outcomes.

In the case of **technology** the Circular explains that in Summer 1992 all pupils who are at the end of the first key stage will have to be assessed by their teachers in relation to each of the 5 statutory attainment targets in technology. It advises that teachers may base their assessments at the end of the key stage on their accumulated records of pupils' achievements during the course of the key stage and, as in the case of the core subjects, must assess a pupil at whatever level is justified by the available evidence, even if it lies outside the statutory range of levels (1–3) for key stage 1.

The Circular also advises that teachers may deploy, as they choose, non–mandatory standard assessment tasks during the course of the key stage to help inform their judgements of their pupils' attainments. The use of these standard assessment tasks is strongly encouraged by the Secretary of State.

Section IV of the Circular describes the assignment of responsibilities for implementing the assessment arrangements outlined in Section III. It indicates that:

- the School Examinations and Assessment Council (SEAC) will be responsible for national coordination, including the evaluation and commissioning of standard assessment tasks; the monitoring of assessment standards and the promotion of consistency in those standards; and the provision of guidance to LEAs (governing bodies in the case of grant maintained schools) about the local implementation of the assessment arrangements;
- LEAs (governing bodies in the case of grant maintained schools) will have the duty of ensuring that the arrangements are implemented locally and in particular that the teachers in the schools for which they are responsible are adequately trained and that sound arrangements are in place for monitoring the consistency of standards;
- headteachers and the staff of primary and special schools will have responsibility for the actual conduct and delivery of the assessments.

I INTRODUCTION

1. This Circular provides guidance on the Orders governing assessment arrangements in English, mathematics and science and in technology at key stage 1 in 1992 which the Secretary of State made on 26 July 1991 under Section 4 of the Education Reform Act 1988 ("the Act").
2. The guidance contained in this Circular does not constitute an authoritative legal interpretation of the provisions of the Act or of the Orders; that is exclusively a matter for the courts.
3. All enquiries about this Circular should be addressed to:

Mr John Cairncross
Schools 4 Branch
Department of Education and Science
York Road
LONDON SE1 7PH

Tel. (071) 934 0973

4. Copies of the Circular and Orders are being sent as a combined package directly to all maintained schools. Additional priced copies of the Orders will be available from HMSO. Additional copies of the Circular are available free on request from the **Publications Despatch Centre, Canons Park, Honeypot Lane, Hayes, Middlesex HA7 4PT. (Tel 081 952 2366).**

II COMMENCEMENT AND COVERAGE

5. The Orders came into force on 1 August, 1991. They apply to all primary and special school pupils in England in the final year of key stage 1, including those with statements of special educational needs. The general expectation is that pupils will be assessed under these arrangements at age 7. In 1991/92 the Orders will apply in particular to:
 - a. all pupils who will reach the age of 7 in the school year 1991/92 and who are being taught in a class in which the majority of pupils will also reach age 7 in that school year;
 - b. any pupil who is younger or older than age 7 in the 1991/92 school year if nevertheless he/she is being taught in a class in which the majority of pupils will reach age 7 in that year **unless** the headteacher decides, under Section 3(5) of the Act, to treat the pupil concerned for assessment purposes according to his/her actual age;
 - c. any pupil who is being taught in a class in which the majority of pupils will be younger or older than age 7 in the 1991/92 school year but who will him/herself reach age 7 in that year and whom the headteacher has decided, under Section 3(5) of the Act, to treat by his/her actual age for assessment purposes. Headteachers should also make use of their power under Section 3(5) to assess any pupil who reaches age 7 in the 1991/92 school year and who is being taught in a class of mixed aged range in which children of no one age are in a majority.

6. Headteachers have a general duty under section 10 of the Act to secure the implementation of the National Curriculum in their schools and, consistently with that, must ensure that **all** pupils eligible for assessment in the categories outlined above are assessed. Pupils who would otherwise be eligible for assessment may only be excepted under the following exceptional circumstances:—

- a. where they have a **statement of special educational needs** which, in conformity with section 18 of the Act, provides for the disapplication or modification of the statutory assessment arrangements in whole or in part;
- b. in cases governed by **regulations made by the Secretary of State under Section 17 of the Act**;
- c. where a headteacher has made a **direction under Section 19 of the Act temporarily excepting a pupil** from the assessment arrangements in whole or in part. The making of such exceptions is governed by the Education (National Curriculum) (Temporary Exceptions for Individual Pupils) Regulations 1989. The circumstances under which headteachers may make directions under these Regulations are fully explained in the Department's Circular 15/89 (paragraphs 9–20). Temporary exceptions should be considered only in rare circumstances, and after a careful assessment on their merits of the circumstances of the individual pupil. Headteachers should give directions in respect of an individual pupil only when it is clear that a pupil's own present circumstances or conduct mean that he or she cannot benefit from, or participate in, the National Curriculum and its assessment arrangements. A parental request for an exception to be made based on the parents' own opposition to testing would not in itself constitute a sufficient ground for such a direction.

7. LEAs, for their part, have a parallel duty, under Section 10 of the Act, to exercise their functions with a view to securing the implementation of the National Curriculum in the schools which they maintain. They will accordingly need to satisfy themselves that arrangements are in place in schools to ensure that all eligible pupils are assessed and that exceptions are only made in the circumstances, and in accordance with the rules, set out above. This duty is not overridden by LEAs' duty under Section 76 of the Education Act 1944 to have regard, in the exercise of their functions, to the principle that pupils should be educated in accordance with the wishes of their parents.

III STATUTORY REQUIREMENTS

Order governing the assessment of 7 year olds in the core subjects

8. The first national assessments of pupils in the core subjects at key stage 1 were carried out in 1991. The Secretary of State has decided to amend in minor respects some of the arrangements which governed those assessments. The Order setting out those arrangements — The Education (National Curriculum) (Assessment Arrangements for English, Mathematics and Science) Order 1990 — has consequently been revoked and is replaced by the Order made by the Secretary of State on 26 July 1991 — The Education (National Curriculum) (Assessment Arrangements for English, Mathematics and Science) (Key Stage 1) Order 1991.

9. The following paragraphs of this Circular provide a commentary only on the provisions of the 1991 Order which differ from those in the 1990 Order. A full commentary on the provisions of the 1990 Order, including those which continue in force, and on the general background to the assessment arrangements at key stage 1 can be found in Circular 9/90 which was published in July 1990 and distributed to all schools in September of that year.

Main elements of the assessment arrangements

10. As for the first national assessments in 1991, the Order provides that the statutory assessment arrangements will have two elements:

- a. an assessment by the teacher ("Teacher Assessment") of each pupil's achievements in relation to all the relevant statutory attainment targets based on the pupil's ordinary classroom work over the course of the key stage;
- b. a nationally determined standard assessment task — or SAT — administered to each pupil and assessed by his or her teacher between the mid-point of the Spring term and the mid-point of the Summer term preceding the end of the key stage and covering a selection of the same attainment targets.

Teacher Assessment

11. The 1991 Order provides for teacher assessments to be finalised in the **first half of the Summer term** preceding the end of the key stage, and for the levels to be recorded by the mid-point in the Summer term. This contrasts with the 31 March deadline for the completion of teacher assessments which applied to the 1991 assessments and brings the deadline for the completion of teacher assessments into line with the deadline for the completion of SATs, which remains the same.

12. Putting back the deadline for the finalisation of teacher assessments will give teachers an extra half-term in which to cover the programmes of study relevant to key stage 1. This should help to ensure that the assessments made at the end of the key stage are based on up-to-date evidence of pupils' attainments. It will also give teachers the opportunity to finalise their teacher assessments following the conduct of SATs and so to take into account the outcome of the SAT when doing so. The Secretary of State strongly encourages teachers to proceed in this way.

13. Where teachers do finalise their teacher assessments following the completion of SATs, they should normally find that their own assessment accords with that of the SAT. They should only record a differing assessment where their knowledge of a pupil and the accumulated evidence of his or her achievements fully persuade them that the SAT outcome is not a true reflection of the pupil's achievements. Teachers may also wish to review their own assessments of pupils' attainments in relation to attainment targets **not** covered by SATs if the outcome of the SAT in a related attainment target or targets indicates that they may have over- or under-estimated the achievements of a pupil or group of pupils.

14. Where a teacher does record a teacher assessment which differs from the SAT outcome in an attainment target covered by both, the Order provides that, as for 1991, the assessment derived from the SAT evidence must be preferred, except where all the following conditions are met:

- a. the difference between the teacher assessment and the SAT outcome in relation to the attainment target concerned affects a pupil's overall profile component level;
- b. the teacher, with the support of the headteacher, judges that giving preference to the SAT assessment yields a profile component outcome which is not a true reflection of the pupil's attainments, and seeks a review of the outcome on that basis;
- c. the LEA which maintains the primary school — or SEAC in the case of a grant maintained school — agrees, in the light of the evidence presented, that the alternative result should be accepted.

Assessment outside the statutory range of levels for key stage 1

15. The arrangements in force for 1991 provided that the results of both teacher assessments and of SATs should consist of a statement of the level achieved in relation to each attainment target relevant to key stage 1. This had the effect of confining the making and reporting of assessments in 1991 to levels 1–3 which is the statutory range for key stage 1.

16. The Secretary of State considers that it is important that achievements at level 4 and above should be capable of being recognised and reported within the framework of the statutory assessment arrangements in 1992. Accordingly the Order stipulates (article 4(2)) in relation to teacher assessment that the purpose of the assessment shall be to determine the level of attainment achieved by the pupil at whatever level that is. This is qualified by article 4(5) which provides that, where a teacher believes that a pupil's level of attainment lies above level 3 but cannot pin it down to particular level, a level 3 should be recorded.

17. The effect of these provisions is to require teachers to record assessments at level 4 and above at the end of key stage 1 where the **available evidence** justifies the making and recording of such an assessment. But teachers are not required to seek out new evidence not otherwise available to them as a result of delivering the statutory programme of study for key stage 1 or of conducting the SAT. The Secretary of State would nevertheless wish strongly to encourage teachers to see to it that their assessments do reflect pupils' full attainments at the end of the key stage. Consistently with that, the SATs for 1992 will be extended to enable teachers to recognise and record attainments at level 4 where pupils display such attainments in the course of undertaking SATs.

SAT Assessment

18. The Order governing the assessment of the core subjects in 1992 provides for SATs to begin from the mid–point of the Spring term and to be completed by the mid–point of the Summer term. The levels attained by pupils in the SATs must also be recorded by this time. For this latter

purpose, the mid–point of the summer term means the chronological mid–point of the term and not the period ending with the half–term holiday. This provision extends the period for the administration of SATs by comparison with 1991 when SATs were required to be delivered in the first half of the Summer term alone.

19. Bringing forward the starting point for the administration of SATs will give teachers an extra half term in which to conduct them, if they so wish. Teachers will have the option of either administering the SATs over a concentrated period, or spreading out their administration over a longer period of time. It will also give teachers greater opportunity to finalise their teacher assessments following the conduct of SATs and to take into account the outcome of the SAT when so doing.

Pupil Absence — Incomplete SATs

20. The Order continues to make provision for the use of teacher assessment outcomes in cases where, through reason of absence, a pupil is unable to complete a SAT and the headteacher judges that he or she has done insufficient work on the SAT to enable an assessment to be made of his or her level of attainment in one or more attainment targets covered by the SAT. However, the Order now imposes a specific duty on headteachers to alert the relevant responsible body — LEAs in the case of LEA–maintained schools and SEAC in the case of grant maintained schools — to cases of pupil absence from SATs which seem likely to justify the use of the teacher assessment outcomes **before** the assessments for the pupil concerned are formally recorded.

21. As a corollary of that duty, the headteacher is also required to supply the LEA concerned (SEAC in the case of grant maintained schools) with such information as the Authority (or SEAC) may require in order to judge whether the headteacher's case is soundly based. This should consist in the first instance of a short report stating the reasons for the headteacher's judgement. The headteacher should subsequently be prepared to supply the relevant body with any other available evidence which it may require.

Order governing the assessment of 7 year olds in technology

22. The first national assessments of pupils in technology at key stage 1 will be carried out in the summer of 1992. The assessment will bear on the statutory attainment targets in technology which were first introduced in the 1990/91 school year. Details of the attainment targets, and associated programmes of study, in technology which apply to pupils at key stage 1 are contained in the document **Technology in the National Curriculum** (ISBN 0 11 270709 2) which was published by HMSO in March 1990.

23. The Order provides that the statutory assessment arrangements in technology at key stage 1 will consist of an assessment by the teacher of each pupil's attainments in relation to the 5 statutory attainment targets based on the pupil's classroom work over the course of the key stage. Unlike in the core subjects, there will be no mandatory requirement to use SATs as part of the formal procedures for assessing pupils in technology at the end of key stage 1. Teachers will however have available to them a selection of non–mandatory standard assessment tasks (SATs)

in technology which they will be able to use, at their own discretion, to help inform their judgements of pupils' attainments.

(i) General approach to assessment

24. Except in circumstances where pupils have had attainment targets disapplied under either Section 18 or Section 19 of the Act, an assessment of each pupil must be made and recorded by his or her teachers in relation to each of the five attainment targets which make up technology; that is, the 4 attainment targets (1–4) which define the design and technology capability, and the single attainment target (5) which defines the information technology capability. The headteacher will be responsible in each primary and special school for ensuring that these assessments are made and recorded.

25. The achievements of the great majority of pupils in technology at the end of key stage 1 are expected to be within the range of levels 1–3 which represents the statutory range applicable to key stage 1. As in the case of the core subjects, the Secretary of State considers however that it is important that achievements at above level 3 should be capable of being recognised and reported within the framework of the statutory assessment arrangements and the Order provides for this (article 4).

26. The statutory assessment of each pupil should be finalised, and the outcome recorded, by no later than one calendar month before the end of the Summer term. This date will vary from school to school depending on the date on which the Summer term ends. As in the case of teachers' assessments of pupils in the core subjects at key stage 1, it is not a requirement of the Order that teachers should assess pupils fully and afresh against the statutory attainment targets in the Summer term itself. Rather, teachers will need, during the course of that term, to review their accumulated records of each pupil's attainments and, in the light of those records, to come, by the deadline, to a final judgement of each pupil's level of achievement in relation to each attainment target.

27. Where this process of review reveals that the existing records for a pupil or a group of pupils are either out-of-date or insufficient in relation to a particular attainment target, the teacher will need to take steps to undertake some further specific assessment of the pupil or pupils concerned. Teachers may find it particularly helpful to draw on the non-mandatory SATs in such circumstances.

28. In finalising their assessments, teachers in primary and special schools maintained by local education authorities should also have regard to any guidance given to them by the maintaining authority which will be responsible for auditing the standards of assessments in their schools. Teachers in grant maintained schools will want similarly to have regard to any guidance given by external quality auditors.

(ii) Non-mandatory SATs

29. The Secretary of State has asked the School Examinations and Assessment Council (SEAC) to commission the development of a range of **non-mandatory** SATs in technology. The

first such SATs will be available from January 1992 and the range will be added to after that. Teachers will be informed nearer the time about the coverage and subject matter of the individual SATs. Collectively however the SATs will cover all 5 statutory attainment targets.

30. The Secretary of State strongly encourages teachers to use the SATs in order both to provide a cross-check of their own assessment standards during the course of the key stage and, if they so choose, as a means of arriving at their statutory assessments at the end of the key stage. Use of the SATs is not accordingly confined to the end of the key stage; teachers may decide — or not — to deploy them in the classroom, as they see fit, at any time during the key stage. Where teachers do choose to use the SATs towards the end of a key stage (or in any case where a SAT provides a significant part of the evidence about a pupil's attainments in relation to an attainment target), it will clearly be desirable to take into account the outcomes of the SATs in finalising the statutory assessments.

Determining profile component and subject outcomes in the light of teacher assessments and of SATs

31. One month before the end of the Summer term preceding the end of key stage 1 for a cohort of pupils, primary schools will have in respect of each pupil in that cohort a record of the teacher's assessment in relation to each of the 5 attainment targets. The Order provides that the teacher assessment evidence for each attainment target should then be aggregated, so as to determine the level of each pupil by (a) profile component and (b) subject. Articles 5 and 6 of the Order set out the rules for doing this.

IV IMPLEMENTATION OF ASSESSMENT ARRANGEMENTS

32. The division of responsibility for implementing the assessment arrangements at key stage 1 prescribed in the Orders will remain the same as in 1991.

- a. **SEAC** will be responsible for the national co-ordination and monitoring of the assessment arrangements.
- b. **LEAs** will be responsible for administering the arrangements at local level.
- c. **The headteachers and their staff of primary and special schools** will have the primary responsibility for the actual conduct and delivery of the assessments.

The School Examinations and Assessment Council (SEAC)

33. The Secretary of State will in particular look to SEAC to:

- a. evaluate the rigour and manageability of the SATs — both in the core subjects and in technology — and, in the light of the findings of the evaluation, commission SATs for future years which are rigorous and manageable;

- b. contribute to the promotion of consistent standards of assessment by developing and distributing appropriate training materials, including particularly examples of the work of key stage 1 pupils chosen to illustrate the standards embodied in the attainment targets and the underlying statements of attainment;
- c. offer local education authorities guidance on the discharge of their responsibilities for the implementation of the assessment arrangements and on any necessary revision of their National Curriculum Assessment Implementation Plans consequential on the introduction of the first national assessments of 7 year olds in technology;
- d. offer grant maintained schools guidance on the establishment of appropriate quality audit arrangements;
- e. monitor the consistency of assessment standards between LEAs and between GM schools and take action to draw attention to any inconsistencies and to the remedial steps needed to correct them.

Local Education Authorities (LEAs)

34. LEAs have a general duty under Section 10 of the Act to secure the implementation of the National Curriculum in the schools which they maintain. In order to fulfil that duty in relation to the assessment of 7 year olds, the Secretary of State will look to LEAs, at minimum, to:

- a. **establish sound arrangements for auditing the quality of assessments.** LEAs and the governing bodies of grant maintained schools will need to ensure that they have in place effective arrangements for monitoring the standards being applied by teachers in making assessments of pupils' attainments and for ensuring that the standards applied are consistent between schools. This is likely to entail, in the case of LEAs, some visiting of the schools which they maintain to observe directly assessments being made in the course of ordinary classroom work; some sampling of pupils' completed work; and some comparison of standards with those in other authorities. LEAs will also need to have a clear strategy for seeing to it that deficiencies in assessment standards are repaired where they come to light.
- b. **satisfy themselves that schools have made adequate provision for the professional development of staff conducting assessments.** In the case of teachers undertaking assessments in technology, this should include training in the conduct of the non-mandatory SATs. It will be particularly important, if the range of non-mandatory SATs is to be used effectively, that teachers feel confident of their ability to deploy the SATs in the classroom.
- c. **establish arrangements for collating and analysing aggregate assessment results.** As one element of their responsibility for inspecting standards of education in the schools they maintain, LEAs will need to ensure that clear analyses are available of outcomes of the assessments across the authority and within each school.

35. The Secretary of State also wishes to encourage LEAs to enable grant-maintained and independent schools to participate on mutually-agreed terms in LEA training and quality audit arrangements. The Secretary of State recognises however that it may not always be possible to agree terms for such participation and that grant maintained and independent schools may conclude that it would be preferable not to participate in LEA arrangements, particularly for quality audit. The Secretary of State will accordingly be looking to SEAC to satisfy itself that acceptable alternative arrangements exist for any grant maintained and independent schools which do not come within the ambit of LEA arrangements. The establishment of appropriate quality audit and professional development arrangements will however remain the responsibility of the governing bodies of individual grant maintained and independent schools.

36. The Government has already made provision to support £35m of LEA expenditure on the implementation of the National Curriculum assessment arrangements through the Grants for Education Support and Training (GEST) programme in 1991-92. This support will be continued and expanded in 1992/93. The draft circular **Grants for Education Support and Training 1992/93** published by the Department on 1 July 1991 foreshadows that a total of £45 million of LEA expenditure will be supported in that year and invites LEAs to bid for the additional expenditure available for support. The draft circular indicates that grant will in particular be paid in support of new expenditure to equip:

- a. all schools with one copy each of a software package for the collation and manipulation of assessment results;
- b. all secondary schools, and primary schools with more than 200 pupils, with an Optical Mark Reading machine.

37. Confirmation of the indicative allocations of grant for 1992/93 in support of existing expenditure will be subject to the Secretary of State being satisfied that LEAs have made good progress in putting into practice the implementation plans submitted in support of bids for grant in 1991/92, including in the areas outlined in paragraph 32 above, and have made sensible preparations, in the context of those plans, to implement the first national assessments of 7 year olds in technology.

Schools

38. Headteachers and governing bodies are responsible for ensuring that their school is able to implement the assessment arrangements prescribed in the Orders. Guidance on discharging this responsibility is already available in the shape of:

- a. DES Circular 9/90, despatched to all primary and special schools in July 1990, which provides (paragraph 35) guidance on assessment issues to which schools should give attention;
- b. SEAC's **Guide to Teacher Assessment**, published in January 1990, which offers general guidance on the conduct of teacher assessments;

c. SEAC's **School Assessment Folder**, published in November 1990, which provides supplementary advice on a range of assessment issues.

39. This existing guidance will be supplemented during the course of 1991. SEAC intends in particular to:

a. produce an anthology of pupils' assessed work in technology which will help to illustrate the assessment standards expected at different levels in the different attainment targets which constitute technology;

b. update its **School Assessment Folder** in particular to provide advice and instructions on procedures for making teacher assessments in technology.

40. For its part, the Department, as foreshadowed in Circular 9/90, has made available to LEAs and schools a **specification for school-level software** for the management of National Curriculum assessment information. The specification, which was drawn up on behalf of the Department by Coopers and Lybrand Deloitte, is designed to enable LEAs and schools to ensure that any software which they either develop or buy for the purposes of collating assessment information at school level meets the statutory assessment and reporting requirements.

A handwritten signature in dark ink, appearing to read 'John Caines', with a long, sweeping horizontal flourish extending to the right.

JOHN CAINES

To: Local Education Authorities

Chief Education Officers of
Inner London Boroughs

City Remembrancer

Heads and Governing Bodies
of LEA-maintained and
Grant-maintained Schools

Teacher Training Institutions

Other Bodies

A STATEMENT BY THE SECRETARY OF STATE FOR EDUCATION AND SCIENCE

THE Rt. Hon. KENNETH CLARKE QC MP

TESTING 7 YEAR OLDS IN 1992

The School Examinations and Assessment Council, under the leadership of their new Chairman Lord Griffiths, has put forward a sensible package of tests which will take less time and will concentrate on the basic skills of reading, writing and arithmetic. This will cut the burden on teachers substantially and give parents more useful information about their child's progress.

Teachers worked hard to implement this year's tests, and we have listened hard to their comments. On balance, the teachers made favourable comments about this year's tests and the publicity about them seems to have exaggerated the problems. Many pupils found the tests enjoyable. The tests also told teachers a lot that was new about their pupils - usually that they could do more than teachers thought.

The tests are a powerful tool for raising expectations and standards. However, it is also clear that the 1991 tests were too long and too complex. We have to revise them to take account of the very real difficulties that some teachers experienced."

The 1992 tests will be built on the basis of the first year's experience of teachers in the classroom. The changes are:

- a sharper focus on the basics of reading, writing and arithmetic;
- dropping time-consuming and unmanageable tests of applied skills in maths and science such as the "floating and sinking" test;
- streamlining the testing of reading by dropping the less useful elements and introducing a finer grading of the reading attainments of pupils around the average;
- introducing an optional standard written test of reading comprehension, lasting 30 minutes;
- introducing a short, simple spelling test for the pupils who have made the best progress in reading and writing;
- offering teachers the option of carrying out many tests with larger groups of pupils at the same time;
- introducing new, more demanding tests aimed at stretching the most able 7 year olds;

- giving teachers greater flexibility by allowing them to start the tests in the middle of the Easter term rather than at the start of the summer term.

The tests I have announced will be shorter and easier to manage. Teachers should now find it possible to complete them well within the target of 30 hours. We also intend to help teachers with their preparations by seeing to it that the tests are delivered to schools before Christmas this year. That will be several months earlier than they received them last year.

I have no doubt that these new streamlined tests will be of great value in raising standards and providing hard and reliable information for parents about their children's achievements.

Testing is essential to good teaching and testing is here to stay. I do not believe that anyone who is concerned about standards of reading, writing, spelling and arithmetic can possibly argue that we should not check on the progress of 7 year olds in all our schools.

I attach for your information a summary briefing note of the changes I have announced. The note was prepared by SEAC.

Information



SATs FOR 7 YEAR OLDS IN 1992

The 1992 SAT is based on:

- continuity, from 1991
- consolidation, of the successes
- but most of all, improvement upon the 1991 model

WILL THE TESTS BE MANAGEABLE?

We believe so because there are fewer attainment targets, seven instead of nine.

In 1992 the coverage of attainment targets will be

Reading (En2), Writing (En3), Spelling (En4), Handwriting (En5) and Number (Ma3)
and Handling Data (Ma12) or Probability (Ma14)
and Materials (Sc6) or Earth and atmosphere (Sc9).

In total there are 32 attainment targets for English (5), mathematics (13) and science (14). There are proposals that the number for mathematics and science be reduced to 5 each for 1993.

Teachers will be able to test more children at one time.

There are more tests of the pencil and paper variety so that a group of children, possibly the whole class, can be assessed at the same time. More work sheets and booklets for the pupils to work on will be supplied to make the conduct of the tests more standardised. This was a wish expressed by many teachers. As in 1991 however teachers can work with small groups if they wish. If they choose to do this, it will of course take more time to cover all the children.

There will be less 'double' testing.

All children at the upper end of a level will be required to be tested at the next higher level. In 1991 all children attaining level 2 for example were then tested on level 3, even those who had only just attained level 2. In many cases teachers found this wasteful. But sometimes the teachers were surprised by what the pupils could do. Teachers therefore will be encouraged to move all pupils up.

The amount of material a teacher will need to read and understand has been reduced.

The *Handbook of Guidance* (66 pages) produced for 1991 is no longer considered necessary as teachers and trainers from local education authorities are now much more familiar with the system.

A *Teacher's Handbook* (which explains the tests) and an *Assessment Record Booklet* (the mark book) will be produced for 1992, as teachers approved of them in 1991.

WILL THEY TAKE LESS TIME?

In 1991, apart from Reading (En2), the tests were planned to take a total of 30 hours, but many teachers took longer. SEAC's figures show a range of 20–80 hours, with an average of 44 hours. A significant proportion of this additional time was due to the science experiment (Sc1) and the mathematics investigation (Ma1).

The shortest time to complete the 1992 tests with a class of 32 pupils having a reasonable spread of ability across levels 1–3 is estimated to be 10–12 hours, plus the time taken for Reading (En2).

The 1991 experience shows that to allow for

- pupils being absent
- teachers choosing to work with small groups
- teachers taking more time because the pupils have special educational needs
- teachers taking more time because the pupils are not fluent in English
- assessing a child at more than one level

this time needs to be multiplied by a factor of about 2½ to cover almost all classrooms. That is why we can refer to this as the 30 hour SAT.

IS SEAC CONFIDENT THAT THE 1992 ASSESSMENT WILL GO WELL?

The assessment process is now familiar and teachers know broadly what to expect.

The SATs will be available earlier and teachers will have a longer time to prepare and use them.

It is planned to distribute SATs to LEAs and schools before Christmas and they can be used at any time between the mid points of the Spring and Summer terms. In 1991 they arrived in March and had to be completed in six weeks.

In 1991 teachers speeded up as they became familiar with the materials and the approach.

WHAT ABOUT THE OTHER ATTAINMENT TARGETS?

Teachers will record levels for these on the basis of ordinary classroom work.

To help them, SAT-type activities are being written for Using and Applying Mathematics (Ma1/9), Number (Ma2), Space and Shape (Ma11), Science investigation (Sc1), Energy (Sc13) and Earth in Space (Sc16). These will be available at about the same time as the SAT itself.

An important change from 1991 is that next year teachers will complete the Teacher Assessment after they have used the SATs. This is what many teachers requested.

In addition, the 1991 SAT remains in schools as a bank of material for teachers to use, if they wish. This material, in total, will also help teachers prepare for the new attainment targets (NATs) for mathematics and science.

WHAT ELSE ARE YOU PRODUCING TO HELP TEACHERS?

A Moderator's Handbook for the LEA trainers and support staff who will work with teachers in 1992.

Reference Notes giving answers to the sorts of questions that people asked about the 1991 SATs.

A further edition of the *School Assessment Folder* containing up-to-date information on the 1992 assessment. The *Children's Work Assessed* Booklet will be supplemented by a second volume and by a video.

WILL READING BE ASSESSED IN THE SAME WAY?

Broadly yes, but with some improvements.

Pupils will still read a book aloud to their teacher and will be marked using the running record but those on level 2 can now be graded A-E on their accuracy. This meets the concern expressed by teachers that level 2 is too broad. To assist in this a new written test of reading comprehension will be sent to schools towards the end of the SAT period. Its use however will be voluntary.

To make things easier one part of the 1991 assessment, in which pupils listened and responded to a story read aloud by their teacher is being dropped. This is because it took 30 minutes or more and had very little effect on the results. This activity remains an important part of the curriculum itself however.

IS ANYTHING ELSE NEW FOR 1992?

A spelling test is being developed and will be compulsory for those pupils reaching Levels 3 or 4 in Writing. Teachers will also be able to use it with their Level 2 children. This will supply more information to parents about their children's attainment.

Level 4 SAT material is being prepared to meet the requests of teachers who wanted to record the achievements of very able pupils. For English and mathematics, teachers will be required to use it for the attainment targets in the SAT where children are doing extremely well at level 3.

For science where the development work is not as advanced, SAT-type material will be supplied but its use will be optional. Level 4 tests will also be supplied for other attainment targets to help teachers in their classroom assessments.

SUMMARY

1991

1. 9 attainment targets:
 - Reading (En2)
 - Writing (En3)
 - Spelling (En4)
 - Handwriting (En5)
 - Number (Ma3)
 - Using and Applying mathematics (Ma1)
 - Science investigation (Sc1)
 - One further mathematics AT
 - One further science AT
2. Levels 1 – 3
3. In Reading most children on Level 2
4. SATs in schools in March 1991
5. Conducted from 1 April to midpoint of summer term (6 weeks)
6. Estimated to take 30 hours, but took longer
7. Mostly activities for small groups of children (about 4)

1992

- 7 attainment targets:
 - Reading (En2)
 - Writing (En3)
 - Spelling (En4)
 - Handwriting (En5)
 - Number (Ma3)
 - One further mathematics AT
 - One science AT
- Levels 1 – 4
- Accuracy grades A – E within level 2
- Additional group written test of reading comprehension. New spelling test.
- SATs in schools in December 1991
- Conducted between mid points of Spring and Summer term (13 weeks)
- Estimated to take minimum of 10–12 hours, with almost all classes taking less than 30 hours, for levels 1–3
- Large group testing; more work sheets available.